

SYLLABUS
CHILD PSYCHOLOGY

Psychology 216

Tuesday and Thursday, 3:30 to 4:50

Room 112 Gregory Hall

Overview

The goal of this course is to examine children's development from infancy to young adulthood. Two major questions guide the course. First, how do children develop the psychological resources (e.g., knowledge and skills) that allow them to become successful adults? Second, how do differences among children come about? The course is taught by a team of instructors from the Developmental Division in the Psychology Department. Each instructor will lecture on research in her or his area of expertise.

Class Coordinator

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Teaching Assistants

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Note: To send an email to the coordinator and both teaching assistants, use this address:

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Instructors

Dr. Dan Hyde
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Note: The instructor scheduled for the day will be available for questions immediately after class, or by appointment

Required Readings

Textbook: *How Children Develop*, **3rd Ed.**, by Robert Siegler, Judy DeLoache, and Nancy Eisenberg

E-reserve Readings: In addition to the assigned chapters in the textbook, there are **required** readings for each exam, and these can be accessed at: <http://www.library.uiuc.edu/ereserves/querycourse.asp>

Web Resources

Illinois Compass: <https://compass2g.illinois.edu>

Grades, announcements and supplementary materials (for example, the syllabus, lecture notes, sample questions for each exam, information about getting Honors credit for the course) will be posted on Illinois Compass. For information on how to use Compass or on how to report problems, see: <http://www.cites.illinois.edu/>

Course Requirements

Exams

There will be **3 required** multiple-choice exams. Each exam will be non-cumulative and will test your knowledge of the material presented in the immediately preceding third of the class. Each exam will consist of 50 multiple-choice questions. Questions on the exams will cover all material for the course, including the lectures, textbook, and other readings. *Review sessions – times and dates to be announced – will precede all exams.*

Grades

1. Your final grade for the course will be based on a total of 150 points, and will be calculated as 3 exams x 50 points each = 150 points.
2. Grades will be assigned on a percentage basis: 100% to 95% = A, 94% to 90% = A-, 89% to 86% = B+, 85% to 83% = B, 82% to 80% = B-, 79% to 76% = C+, 75% to 73% = C, 72 to 70% = C-, 69 to 60% = D, Below 60% = F.

Bonus Points

1. In addition to the exams, we will give **6 in-class assignments** at various times during the semester. The assignments will be very short and will take a variety of forms. For example, you might be told about a finding and asked questions about it; or you might be asked to write something on what you already know about an upcoming topic. Each assignment of acceptable quality will be worth **1 point**. Completing **all 6 assignments** will add **6 bonus points** to your final grade out of 150; this can raise your grade by 4 percentage points on a 100-point scale. **These assignments can only be submitted in class on the day they are given**; they are designed to allow your regular participation in the class to improve your grade.
2. You may contribute up to **3 hours of time as a research participant** for the Psychology Department's subject pool. Completion of each hour as a research participant will add **1 point**, up to **3 bonus points**, to your final grade out of 150. To register for the subject pool, go to: <http://uiuc.sona-systems.com/> and click on "Request an account". You will need to login to the system to register and to complete a short survey that will determine their eligibility for particular experiments. Once you are registered in the system, you will be able to search through available experiments and schedule your hours. Note that the option for this class is only three hours, not six hours as for Psych 100. If you choose to participate, you must complete your participation by **Thursday, November 29th, 2012** to receive credit. **Read the policies about no-shows and cancellations carefully. If you have questions about your research credits, contact subjects@cyrus.psych.illinois.edu.**
3. As an alternative to obtaining bonus points as a research participant (point 3. above), you may answer 2 essay questions on the e-reserve readings. Essay questions will be posted on our COMPASS website. Each essay should be 1 to 2 pages double-spaced. They must be handed in by **Thursday, November 29th, 2012**. Satisfactory completion of each essay will add **1.5 points** for a total of up to **3 bonus points** to your final grade out of 150. **You may choose either option-2 or option-3, but you cannot receive credit for both.**

Other than the bonus points described above (maximum = 9 points), there are no opportunities for extra credit.

Policies

1. You may make up an exam due to an excused absence **only** with the approval of Dr. Pomerantz. Valid excuses, such as sickness and family emergencies, must be accompanied by appropriate documentation (e.g., a doctor's note) and will allow you to take a make-up exam **only** during the TAs' office hours the week following an exam.
2. If you are experiencing a problem and need to speak to someone on campus please contact your emergency dean through the following link: <http://www.odos.uiuc.edu/emergency/>. Emergency deans can provide documentation necessary to make up exams.
3. Per University of Illinois policy, students caught cheating or engaging in any other form of academic dishonesty may receive an F for the class.
4. Students requiring special accommodations should notify Dr. Pomerantz as soon as possible. Accommodations will follow procedures in the Student Code Section 1-110 http://admin.illinois.edu/policy/code/article1_part1_1-110.html.

Date	Topic	Instructor	<i>How Children Develop</i>	<i>Readings on E-Reserve</i>
28-Aug	Introduction	Pomerantz		
30-Aug	Methods in Developmental Psychology	Hyde	Ch. 1, 25-37; Ch. 3: 96-97, 105-107; Ch. 5: 178	
4-Sep	Biology, Behavior, and Brain Development I	Hyde	Ch. 2, 53-67, 70-79	
6-Sep	Biology, Behavior, and Brain Development II	Hyde	Ch. 3, 85-104, 108-115	Sugita
11-Sep	Numerical Development	Hyde	Ch. 5, 182-184, 206-207; Ch. 7, 288-293; Ch. 8, 332-336	Feigenson et al.
13-Sep	Spatial Development	Hyde	Ch. 5, 184-185, 197-199; Ch. 6, 252-255; Ch. 7, 279-283	
18-Sep	Theory of Mind	Cimpian	Ch. 5, 208-211; Ch. 7, 266-272	Onishi & Baillargeon
20-Sep	Conceptual Development I	Cimpian	Ch. 7, 264-266, 273-288	
25-Sep	Conceptual Development II	Cimpian	Ch. 7, 264-266, 273-288	
27-Sep	MIDTERM 1			
2-Oct	Eyewitness Testimony	Cimpian	Ch. 4, 146-150	Bruck & Ceci
4-Oct	Culture and Development	Cimpian	Ch. 1, 19-21; Ch. 9, 362-377; Ch. 16, 640-643	Morelli et al.
9-Oct	No Class			
11-Oct	Infant Preparations for Language: Social Knowledge	Fisher	Ch. 6, 231-232, 237-239	Nurmsoo & Bloom
16-Oct	Infant Preparations for Language: Speech Perception	Fisher	Ch. 6, 216-219, 223-230	Werker
18-Oct	First Words and Sentences	Fisher	Ch. 6, 232-246	
23-Oct	Mechanisms of Language Learning	Fisher	Ch. 6, 219-223, 246-251	Goldin-Meadow & Feldman
25-Oct	Intelligence	Fisher	Ch. 8, 298-322	
30-Oct	MIDTERM 2			
1-Nov	Early Moral Development	Sloane		Sloane et al.
6-Nov	Later Moral Development	Pomerantz	Ch. 14, 544-566	
8-Nov	Parenting	Pomerantz	Ch. 12, 464-481	Pomerantz & Wang
13-Nov	Divorce and Remarriage	Pomerantz	Ch. 12, 481-500	
15-Nov	Motivation and Achievement	Pomerantz	Ch. 9, 352-353	Eccles et al.
20-Nov	Thanks Giving Break			
22-Nov	Thanks Giving Break			
27-Nov	Gender Development	Pomerantz	Ch. 15	Auyeng et al.
29-Nov	Peer Relationships	Cheung	Ch. 13	
4-Dec	Racial/Ethnic Identity Development	Telzer	Ch. 11, 446-448	Phinney
6-Dec	Parental Ethnic Socialization	Telzer		Hughes et al.
11-Dec	MIDTERM 3			